

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Valley Oaks High School

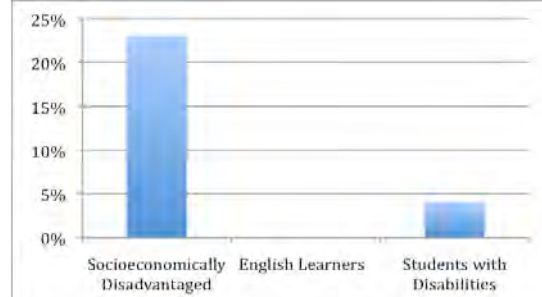
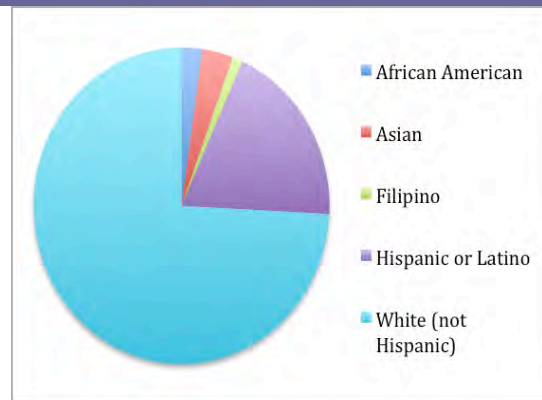
Valley Oaks High School

Independent Study
540 Vallejo Street
Petaluma, CA 94954
(707) 778-4794
Grades 7 – 12

Lyn Moreno, Principal
lmoreno@pet.k12.ca.us

Valley Oaks School is an Independent Study School for students in grades 7-12. The school provides for individualized instruction for those students who need an alternative to the comprehensive settings. We offer a free and appropriate education for students and families who are interested in a unique and Standards-based education. We use State-approved and local School Board-approved materials. Please visit our Web site to learn more or visit and attend a monthly informational meeting.

Student Enrollment: 89



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.

Student Performance

Students Proficient or Above

English/Language Arts	45 %
Mathematics	8 %
Science	48 %
History/ Social Science	48 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	728
Statewide Rank (from 2009 Base API Report)	4
2010-11 Program Improvement Status	Not in PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Teachers

With Full Credential	5.5
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	\$9,312
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.

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Petaluma Joint Union High School District

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

Valley Oaks School is located a short distance from the downtown, historic Petaluma. It is an Independent Study School for students in grades 7-12. We offer a free and appropriate education for students and families who are interested in a unique and Standards-based education. We use State-approved and local School Board-approved materials. Please visit our Web site to learn more or visit and attend a monthly informational meeting.

Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 7	2
Grade 8	4
Grade 9	7
Grade 10	21
Grade 11	25
Grade 12	30

Total	89
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By Group

African American	2 %
American Indian or Alaska Native	0
Asian	3 %
Filipino	1 %
Hispanic or Latino	17 %
Pacific Islander	0
White (not Hispanic)	66 %
Multiple or No Response	0
Socio-Economically Disadvantaged	23 %
English Learners	3 %
Students with Disabilities	4 %

Opportunities for Parental Involvement

Contact	Lyn Moreno, Principal 707-778-4794
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As an Independent Study School, parent involvement is most frequently expressed in monitoring the daily study habits and the amount of work by their children produced to meet weekly academic requirements.

Valley Oaks encourages parents to be involved in their child's education. A parent representative serves on the School Site Council. Parents are invited to serve on the Superintendent's Lay Advisory Committee. Teachers and parents stay in regular contact by phone, via e-mail, or in person at the site.

Parent support has been essential in the passage of parcel tax measures that provide funding for site needs.

For more information on how to become involved, contact Lyn Moreno, Principal, at (707) 778-4794.

Data Quest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (eg: Academic Performance Index [PI], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	1.0	2	0		1.0	2	0					
Mathematics	1.0	3			1.0	2						
Science	1.0	1			1.0	1						
Social Science	1.0	2			1.0	2						

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

School Climate

School Safety Plan 2009-10

Valley Oaks comprehensive School Safety Plan is designed to provide a framework for protecting students, staff, and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and District policy and Administrative Regulations and was last updated and reviewed by school staff on September 29, 2010. Drills are held with students, staff, and District personnel to practice implementation.

Our Safety Plan focuses on prevention and intervention. Smoking cessation classes and resources for drug and alcohol use intervention are available through our partnership with community agencies. An experienced campus supervisor monitors the campus during school hours. A Petaluma School Resource Officer is available to Valley Oaks if necessary.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.1 %	1.1 %	not available	10.5 %	11.3 %	not available
Expulsions	1.1 %	0 %	not available	0.7 %	0.8 %	not available

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

Valley Oaks shares a campus with San Antonio Continuation High School. Modernization and/ or construction of all its buildings and classrooms was completed in 2001 and the campus is clean, safe, and well maintained. The overall campus and its facilities are very attractive and welcoming. A custodian is on site daily. The landscaping in front of the school has recently been completed.

Valley Oaks High School was built in 1997. Valley Oaks has only two classrooms. It shares common areas with San Antonio High School.

During 2005-06, water-free toilets were installed in restrooms. Arrangements were made to resurface and stripe the staff/ student parking lot and install light poles during summer 2006.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar -for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budg- eted \$678,700 for the Deferred Maintenance Program. This represents 1% of the District’s general fund budget.

School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, sinks, fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X			
Overall Summary of Facility Good Repair Status				Exemplary Good Fair Poor X

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

Teachers

Teacher Credentials				
Teachers	School			District
	2008-09	2009-10	2010-11	2009-10
With Full Credential	5	5	5.5	284
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners		0	0
Total Teacher Mis-assignments		0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0%
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98 %	2 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10

Title	FTE Assigned to School
Academic Counselor	.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	.1
Speech/Language/ Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	0
Average Number of Students per Academic Counselor	200

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Instructional Planning and Scheduling

Professional Development

The primary areas for staff development are the development of Power Standards and Common Assessments to align with those standards. Another major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. We are also developing small learning communities in our high schools.

As a result of involvement with the Springboard Leadership Network in the past we are implementing the Professional Learning Community model. The district provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings. For the past two school years, we have not had funding dedicated to staff for professional development.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

All students have current textbooks in good condition. In grades K-8, students have texts from the most recent State-adopted lists. In grades 9-12, students have Board-approved texts that support instruction based on California Content Standards. Every student has access to his or her own text-books.

In grades K-8, District committees are responsible for recommending new textbooks for adoption once the State-approved list has been published. In grades 9-12, departments identify needs and recommend new titles for consideration as courses are developed and new frameworks are published.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005; and Read 180	0%
Mathematics	Grade 7: Prentice Hall, Adopted 2008 Grade 8-12 Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8-12 Geometry: McDougall Littell or CPM, Adopted 2008	0%
Science	Grade 7-8: Science and Technology, Adopted 2001 Grade 9-12 Physical Science: Physical Science Concepts with Glencoe Earth Science, Holt Science Spectrum or Prentice Hall, Adopted 2002 Grade 10-12 Chemistry: Addison Wesley, Adopted 2002	0%
History- Social Science	Grade 7-8: Holt or History Alive Series, Adopted 2005	0%
Foreign Language	Ven Conmigo	0%
Health	n/a	n/a

** Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Basic	Average Teacher Salary
School Site	Not available	Not available
District	\$9,312	\$62,029
Percent Difference – School Site and District		
State	\$5,681	\$57,352
Percent Difference – School Site and State		

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
Administrator Salaries		
Average Elementary Principal	\$77,655	\$92,053
Average Middle School Principal	\$81,888	\$95,666
Average High School Principal	\$85,042	\$94,401
Superintendent Salary	\$122,308	\$111,055
Percent of Budget for		
Teacher Salaries	39.73 %	0.30%
Administrative Salaries	5.50 %	

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Class Size Reduction in ninth grade
- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
7		data not available	
9		data not available	

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pf/> Scores are not shown when fewer than ten students were tested.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	46	45	45	54	59	62	46	50	52
Mathematics	18	15	8	38	39	44	43	46	48
Science	56	47	48	61	64	65	46	50	54
History-Social Science	37	32	48	45	52	51	36	41	44

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	*		*	*
Filipino				
Hispanic or Latino	33	*	*	*
Pacific Islander				
White (not Hispanic)	50	4	41	46
Male	52	9	*	74
Female	42	8	25	32
Economically Disadvantaged	38	*	*	36
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	6 *	8 *	4 *
Similar Schools	n/a	n/a	n/a

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	65	-88	39	728
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)				
Socio-economically Disadvantaged				
English Learners				
Students w/Disabilities				

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		No	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	Yes	No
	Mathematics	Yes	No
API		Yes	Yes
Graduation Rate		No	Yes

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in Program Improvement	n/a	2010-11
Year in PI	n/a	Year 1
Number of Schools in this District Currently in PI		4
Percent of Schools in this District Currently in PI		22.2%

School Completion and Postsecondary Preparation

California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (below) in order to compute the Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information about CASHEE can be found at <http://cahshee.cde.ca.gov/>.

California High School Exit Examination (CAHSEE) Results for All Students Three Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	*	*	63.6	67.9	67.9	70.1	48.6	52.9	n/a
Math	*	*	36.4	61.8	61.8	63.9	49.9	51.3	n/a

Note: Scores are not shown when ten or fewer students are tested.

California High School Exit Examination (CAHSEE) Results Most Recent Year

Group	English-Language Arts (ELA)			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	36.4	18.2	45.5	63.6	36.4	0
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (Not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Ed Services	*	*	*	*	*	*
Students w/Disabilities	*	*	*	*	*	*

* Scores are not shown when the number of students tested is 10 or less.

School Completion and Postsecondary Preparation

Drop-Out and Graduation Rate

This table displays the school's one-year dropout rate and graduation rates for the most recent three year period for which data are available. For comparison, data are also provided at the district and state level. More information is available at <http://dg.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Dropout Rate	10.3 %	4.5 %	**	3.6 %	2.4 %	5.8 %	4.4 %	3.9 %	5.7 %
Graduation Rate	90.7 %	81.0 %	**	89.3 %	86.8 %	96.3 %	80.6 %	80.2 %	**

** Data not available due to problems with CBEDS reporting system.

Completion of High School Graduation Requirements

Group	Graduating Class of 2010	
	School	District
All Students	38	data not available
African American		
American Indian or Alaska Native		data not available
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (Not Hispanic)		
Socio-economically Disadvantaged		data not available
English Learners		data not available
Students with Disabilities		data not available

Students in California public schools must pass both ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve, this table displays by student group, the percent who met all state and local graduation requirements for grade twelve completion.

Career Technical Education Programs (2009-10 School Year)

This section provides information about the Career Technical Education programs, and lists programs offered at the school.

The District Career Development and Pathways Committee oversees the CTE plan for high schools. Each high school has a counselor, administrator, career center specialist, and CTE teacher representatives. In addition, District entrepreneurs and the Director of Educational Services are members of the committee and representatives from our county Regional Occupational Program and Santa Rosa Junior College. Our Lead Community Entrepreneur is the primary representative.

Each comprehensive high school offers specific career programs and sequences. These programs are open to students from either high school. Career sector areas with course sequences are:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building Trades and Construction
- Child Development
- Engineering and Design
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, Culinary, and Recreation
- Information Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Transportation Industry

Each of these sectors has a career technical advisory committee. Course sequences and course content are aligned to the California Career Technical Education Model Curriculum Standards. ROP courses in our District are:

- Computer Aided Design
- Health Biology
- Health Careers Co-Op
- Culinary Arts
- Web Design
- 3D Animation
- Entrepreneurship
- Marketing
- Automotive Technology
- Retail Merchandising Co-op
- Ag Welding
- Floriculture
- Supervised Ag Experience
- Construction Technology
- Metals Manufacturing
- Desktop Publishing
- Legal Services
- Child Development

Career Technical Education Participation (2009-10 School Year)

Measure	CTE Program Participation
Number of pupils participating in CTE	673
Percent of pupils completing a CTE program and earning a high school diploma	36.4 %
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9 %

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University level work. For general admissions requirements visit

<http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility: 1) specific high school courses; 2) grades in specific courses and test scores; and 3) graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, visit

<http://www.calstate.edu/SAS/admreq.shtml>.

Courses for University of California and/or California State University Admission 2008-09 School Year

This table displays, for the most recent year available, two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission is at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	Not available
Graduates Who Completed All Courses Required for UC/CSU Admission	Not available

Advanced Placement Courses (2009-10 School Year)

Subject	Number of AP Courses Offered	Subject	Number of AP Courses Offered
Computer Science	0	Mathematics	0
English	0	Science	0
Fine and Performing Arts	0	Social Science	0
Foreign Language	0	Other	0
Total # of Courses	0	Percent of Students in AP Courses	0%

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject, and the percent of the school's students enrolled in all AP courses. Details on AP enrollment is at <http://dq.cde.ca.gov/dataquest/>.

Scholastic Aptitude Test (SAT) Scores of High School Seniors

Percent of Seniors Taking the SAT Three Year Comparison

Subject	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	Data not available					
Math	Data not available					

Average SAT Scores 2010

Subject	School	District	State
ELA	Not available	Not available	Not available
Math	Not available	Not available	Not available

Degree to Which Students are Prepared to Enter the Workforce

Not available

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress (NAEP) Results for Reading in 2007 and Mathematics in 2009 for grades four and eight.

Subject and Level	Grade	Average Scale Score		Percent Achievement Level		
		State	National	Basic	Proficient	Advanced
Reading 207, Grade 8		251	261	41	20	2
Mathematics 2009, Grade 8		270	282	36	18	5

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results for Students with Disabilities and/or English Language Learners

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 207, Grade 8	78	92	66	77
Mathematics 2009, Grade 8	85	96	78	92

Notes about NAEP and CST:

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight.

The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom.

The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar.

Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST is at <http://www.cde.ca.gov/ta/tg/nr>.